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AUTHOR Wasil, Raymond A.
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ABSTRACT

The guide is designed to provide school administrators and guidance directors with an outline of what has been and what can be developed in the areas of structure and organization of student job placement programs. It describes a model program developed for the Akron-Summit County Ohio secondary schools, and consists of detailed outlines of the program's orientation and structure. The section on orientation deals with: communicating with top administrative staff, contacting and interviewing school principals and counselors, meeting with students, and contacting and involving individuals and groups in the community. The program structure section deals with: office and logistical organization, staff selection and orientation, data processing, staff organization, in-school and out-of-school program phases, and job development. More than half of the guide consists of sample forms and reports dealing with program procedures and student identification, illustrative of the structure within which a placement specialist could operate. (Author/JR)

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JOB PLACEMENT

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MODEL

FOR

IMPLEMENTATION

OF

SCHOOL PLACEMENT SERVICES

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FORWARD

THIS PUBLICATION WAS DEVELOPED TO AID THOSE INDIVIDUALS OR SCHOOL DISTRICTS CURRENTLY INVOLVED IN OR WORKING TOWARD SCHOOL PLACEMENT SERVICES.

ANY QUESTIONS OR COMMENTS WHICH MAY BE GENERATED CAN BE DIRECTED TO THE AUTHOR:

MR. RAYMOND A. WASIL, DIRECTOR
JOB PLACEMENT DEPARTMENT
SUMMIT COUNTY BOARD OF EDUCATION
482 GRANT STREET
AKRON, OHIO 44311
216-379-5240

CREDIT IS GIVEN TO THE OHIO STATE DEPARTMENT OF EDUCATION, DR. BYRL SHOEMAKER, DIRECTOR OF VOCATIONAL EDUCATION, AND TO MR. RALPH GILLMAN, SUPERINTENDENT OF SUMMIT COUNTY PUBLIC SCHOOLS.

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SCHOOL PLACEMENT SERVICES RATIONALE

The unemployment rate of youth is three to four times the national average for adults. Minority groups and school dropouts lead the list of unemployed.

Local employment services provide some assistance, but because of special priorities in certain programs, staff limitations, and a drastic decline in entry level jobs, they are unable to aid the large number of non-skilled graduates or school dropouts. Many youth become work dropouts because little has been done to orient them to the work world. Basic job hunting skills have not been taught in many cases. This traumatic transition from the secure structural environment of the school to the highly competitive work world discourages youth from the outset. Preparation prior to graduation and supportive services after school exit could ease the trauma of this transitional process. Youth graduating or dropping out could be provided with services. Schools because of their regular direct contact with students, are in a position to provide perhaps their most relevant, meaningful service to youth by providing placement services. Schools working in concert with the employment service and other groups and organizations are the logical organizations to coordinate placement efforts for the school group.

Recently, educators in key administration positions have emphasized the schools responsibility for job placement. Dr. Grant Venn, former Associate Commissioner for Adult and Vocational Education, United States Office of Education, expressed his opinion to a group of state guidance supervisors.

> "The next thing that I think is going to happen in every school in this country -- or there will be no guidance program worth looking at, or no occupational program that has much muscle -- it is full time employment services for every boy and girl in school; with the school taking the

> same responsibility for the non-college bound as it now does for the college bound student. When we accept a student, we accept the responsibility of helping him reach the next point."

Dr. Martin Essex, Ohio Superintendent of Public Instruction, and Chairman of the National Advisory Council on Vocational Education, recently added his support and that of the council to this point of view. In an address to the general session of the American Vocational Association, 1967 annual convention, he stated:

> "The school must take on a new responsibility, to see every youngster through to initial employment.

The following statements are taken from the Ohio Guidance News and Views; January-February, 1968. Some educators feel that job placement is the responsibility and function of the State Employment Services, and that schools should not duplicate their services. Proponents of school administration view placement services as a function unique to either agency. Usually it is perceived as a joint effort with the maintaining responsibility through at least the first placement. This does not preclude active participation by the employment services local office through facilities they have on hand.

Key arguments for the school to maintain responsibility for all students through initial placement are as follows:

> The school placement program is individually oriented, giving primary allegiances to the employer and to labor market needs.
>
> Placement can often be achieved in advance of graduation, thus reducing the rush of June placement activity and providing opportunity for the counselor or placement officer to coordinate communication between employers and appropriate teachers which will enhance mutual respect and understanding.

A school placement program provides the vehicle for dialogue between the school people who are teaching and counseling our youth and the employers who hire them. Such a dialogue can lead to important and needed program changes such as curriculum innovations, work experience programs, and information important to the guidance program.

Feedback from the follow-up of placements can further enhance curricular and guidance services. For example, employers can help counselors help pupils develop values and standards (attitudes, dress, personal habits, etc.)

Because of school relationships with post-high school training institutions, the school is in a key position to help students combine work and further training in local college, technical school, or vocational programs.

Employment office staffs, while making a major contribution to the school's guidance and placement program, would be overwhelmed if required to handle all new entrants to the labor market each June. Approximately 160,000 young Ohioans graduate from high school each June. About 80,000 of them are active full-time job seekers. Ohio has just 55 local employment service offices to serve them.

Many employers want direct contact with the schools rather than to work through an intermediate agency. This they feel is faster, more efficient, more thorough, and enables them to communicate directly with, and influence those who are educating the youth they hire.

When the school assumes responsibility for the placement of students, the pressure is immediately on a far better school program to make those who will be active job seekers more employable.

There are no simple answers as to how a placement program of students should be organized or structured. However, this publication may be of service in terms of what can and has been developed. If we are committed to keeping aware of the educational needs of our society, we must consider a school placement service.

School administrators and guidance directors who are planning to take on the responsibility of job placement should begin early to plan this service. This will necessitate major budgetary provisions for professional and clerical

staff, office space, equipment, materials, and local travel. Careful selection of a placement coordinator is of key importance. Perhaps most important of all is the need to orient the school board, staff, and community regarding the justification for incorporating placement services into the guidance program.

One final work of caution: If schools take on the placement function, they must prepare to provide placement service for all graduated and school leavers. They cannot justifiably place the more competent students (skim the cream) and refer the less capable to the employment service.

Your school can share the work involved in a job placement program but it cannot relinquish the responsibility for seeing all youth through school and into the next step, whether it be college, other training, or employment.

MODEL DEVELOPMENT

Research for the development of this model was conducted over a two year period prior to formulization of this model design. Four years of field testing with nineteen high schools, on a full time year around basis followed. This model is well founded in the practical application of school placement services. In effect, this model represents a tested system which can readily be adapted to any school system. While this statement may appear presumptuous, I feel that you will find it to be the case once you have studied this model.

While of necessity, the system described is more complex than described in this publication. The basic structure of the system is laid bare for the reader. Its completeness of design and application are self-evident. The system can be operated within a one school or multi-school district.

The system has been operated for a number of years in an area which represents national cross-section of school types, both types both inner city and suburban.

All black inner city schools with a low socio-economic level were involved as well as their counterparts in the appalachian type district. Affluent city and suburban schools were also involved. In all, a representative cross section of the American school structure.

Nineteen high schools have been involved for four years, at the time of writing of this model, in this system.

The project is titled, "The Akron-Summit County Job Placement Department". Large and small school systems in Ohio and in other states, were contacted and information collected in regard to their efforts in the area of placement. Publications were studied for additional information and for the thinking of people in business and industry as well . education.

Representatives of the State Employment Service, State Department of Education, and two universities acted in a resource capacity for the project at various times during the two year planning period.

In the pilot project, all nine of the Akron Public Schools as well as ten Summit County High Schools were involved. Over five thousand students were provided with services. Over thirty-five hundred employers were contacted. Well over fifty social or service organizations were involved as well as a number of professional organizations.

The Summit County School System served as the fiscal agent for the project. Personnel initially selected consisted of a Director, Secretary, and five Placement Specialist Coordinators. The Director was the only person initially with an educational degree. The five placement specialist coordinators were men well versed in business and industry. Since the inception of the program, cooperation from counselors and school administration has been outstanding.

This project has received national recognition for its work in the field of student placement, and the term international recognition might well be used if Canada and overseas military installations were included.

The efforts of this project have been widely copied and credit is given to the Ohio State Department of Vocational Education for its foresight in supporting this project.

This is one of the three models which has been developed: Job Placement, Follow-up, and Pre-Employment Preparation.

The Model for the Placement Department is presented in outline fashion. No one can hope to provide a model to meet all needs, but it is hoped that the guidelines presented will provide a structure on which any school district might build.

Prior to the implementation of any program, it is vital that communications be established with groups involved. The following is an outline of steps to be taken to provide not only communication but support for the program. It is imperative that communication be structured from top administration downward.

SECTION A

Orientation to Program

I. Communication was made with top administrative staff.

Statistical data related to students was compiled to provide data for service.

1. Follow-up studies conducted.
2. Dropout figures compiled.
3. Authorization to pursue further study requested based on 1 and 2 above.

II. School principals and counselors were contacted and interviewed.

1. Meetings held with principals, city and district groups.
2. Meetings held with counselors, city and district groups.
3. Joint meeting held in each high school of counselors, principals, and concerned staff: OWE, DE, IOE, Special Education, etc.

III. Meetings held with students.

1. Large class size meetings held.
2. Senior classes visited for discussion.
3. Individuals identified as disadvantaged were contacted individually and then in small homogeneous groups.

IV. Community contact and involvement.

Ohio Bureau of Employment Services.

1. Contact made with the Ohio Bureau of Employment Services. Format for joint cooperative effort developed.
2. Contact made with existing agencies sewing youth - example: Bureau of Vocational Rehabilitation, Community Action Council, and Urban League.
3. Contact made with Chamber of Commerce and groups such as Junior Chamber of Commerce, Junior Achievement, etc.
   a. Description of program and activities presented to all community groups listed above. Involvement of above groups in whatever way possible.

      "It is the desire of the Ohio Bureau of Employment Services that the vocational needs of students graduating or dropping out of high school be met as completely and efficiently as possible. This can best be accomplished by a cooperative effort between OBES and the newly formed Akron-Summit County Placement Project. Since the placement specialists have direct contact for students, it is logical that they be

the first point of contact for students seeking employment or training and that they refer students for bureau services as needed. Students who may benefit from the bureau services should be referred in accordance with the following guidelines."

4. Make contact with the Chamber of Commerce.
    a. Describe programs.
    b. Obtain listing of service and professional organizations if available.
5. Contact all service and professional groups to inform them of project.
    a. Prepare speech for presentation to each group at meeting.
    b. Director of program should speak to large groups (example: All City Kiwanis, City Board of Trade) Coordinators should work in their areas with local Kiwanis and local Board of Trade.
    c. Have each coordinator develop presentations for his contact with local professional and social organizations. (Utilize tape recorder in going through speech play back.)
    d. Have each coordinator write out his presentation.

e. Telephone - Write out proper procedure for answering telephone.

f. Develop spiel for telephone when contacting employer (see sample)

SECTION B

Program Structure

I. Office and Logistical Organization

1. Establishment of central office housed with Board of Education if possible.

a. Minimum of two telephone lines.

b. Adequate office space for small group meetings.

c. Secretarial help and clerical help (in-school IOE girls could be utilized.)

2. Field Offices in Local Schools

a. Field offices established as needed depending on size of school district and composition of school; Joint Vocational School, Comprehensive?

b. One field office per three high schools or based on enrollment of schools.

c. Field offices to be fully equipped with phone, desk, files, and readily accessible to students and staff.

II. Staff Selection and Orientation

1. Selection Criteria

a. Staff selected on basis of experience with local business and industry. Degree not necessarily a criteria for employment.

2. Minimum of one week of intensive orienting to:

   a. School procedures.

   b. Testing programs in schools.

   c. Records maintained by schools.

   d. Agencies available in community.

   e. Function and services of local governmental agencies or groups such as: OBES, Manpower, Community Action Council, Urban League, NABS. A minimum of one-half day should be spent with OBES.

3. Training of Staff in:

   a. Program functior and structure.

      1. Purpose of program.

      2. Goals of program.

      3. Office reporting procedures-forms (see sample in back of model).

      4. Structure of contact procedures and placement policies.

         a. Confidentiality of information.

         b. Registration of students.

         c. Procedure for student interviews.

         d. Function and operation of co-op programs.

      5. Procedures to follow in "Job Development".

      6. Structure and organization of social and professional organizations in local community.

      7. Use and development of visual aids.

a. Use of video tape-operation of equipment.

b. Use of slide equipment-tape recorders.

c. Overhead projector - development of program for use with business and industry in school.

   1. Slides of in-school vocational or co-op programs.
   2. Slides of out-of-school youth employed.
   3. Combine use of slides with tapes of in-school students and with out-of-school students.
   4. Use of programs with professional and business groups, PTA, etc.
   5. Use of programs with local TV and radio.
   6. Use of visuals and small groups of youth both in-school and out-of-school.

III. Data Processing

Currently, student information is compiled through the cooperation of the school counselor and administrative staff. This information is introduced to key punch cards and tabulating equipment. It is then used to catagorize students on the basis of interest, aptitude, ability, past performance, and areas of strength and weakness. A host of information is included on the cards which aid the placement specialist in finding compatible employment or in directing the youth. Specific areas such as attendance, course work, interest areas, physical size, and attitude are included.

When a job becomes available, a placement specialist can select from the thousands of students or dropouts available. Selection is normally initially based on the area in which the job is available and on the job specifications the employer has furnished.

Simplified procedures for tabulating equipment operation have been developed so that any of the staff members can operate the equipment.

Data Collection:

1. Students
   a. Cards containing pertinent information are compiled by students in school.
   b. Data processing could be utilized. Information on student is punched on cards and cards are screened via sorter and collator.
   c. Additional information on student is added by field workers via:
      1. Contact with students.
      2. Contact with student's teachers.
      3. Contact with student's counselors.
   d. Up-to-date pertinent information is vital in that counselors are normally not available during summer months when placement takes over.
   e. Cards on students can be matched to employment requests via placement specialists cards or data processing.

      Example: Employer A wants a boy who has had Algebra I, has a good attendance

record, is from X school, and is interested in Pharmacy. Student cards could be searched for specific student and final selection of those to be sent for interview should be compiled by coordinator.

Example: Employer wants a student, boy or girl from training program. Personality is important. Contact with public. Job work is in chain grocery in an all black area. Should have potential for management. Employer is willing to take student who has potential but did not necessarily do well in school.

The two examples above are actual jobs which were filled using current screening procedures.

2. Data Collection - Student Placement

   a. Forms have been developed to indicate job placement.

   b. Records on all students placed are maintained for follow-up.

   c. Follow-up contact should be made with employers. If they are receptive to employing one, they may employ more.

   d. Listing of all employers should be maintained, and contacts should be maintained with them on a periodic basis.

IV. Staff Organization

1. Director should be responsible for:
    a. Selection of personnel for project.
    b. Administration of program, collection of data, reports, and evaluation.
    c. Contacts with business and industry on an area wide level.
    d. Development of the program along established guidelines.
    e. Dissemination of information, reports to concerned parties.
    f. Direct publicity of program via news releases, TV, radio, etc.
    g. Direct all contact for Cooperative Education Programs.
2. Staff:
    a. Selection of staff should be based on ability to relate to representatives of business, industry, school staff, and students.
    b. Degree status need not be a criteria, however, a minimum of five to eight years of solid reputable business experience would be recommended.
    c. Staff should have the following responsibilities:
        1. Collection of information for student cards.
        2. Contact with all business and industry in his area.
        3. Supervision of students placed.
        4. Maintenance of records related to placement.
        5. Establishment of Youth Employment Committees whose function would be to act in an advisory capacity on a local level.

6. Developing visual aids relevant to their assigned area and facilitating their use.
7. Local coordination of business contacts for all in-school Cooperative Educational Programs.
8. Serve in a liason capacity between local school area, business, and industry in that area.
9. Information related to job trends: Employment developments on a local level should be periodically presented to director in writing.
10. Facilitate use of local business resources (speakers, field trips) in order to educate students to career opportunities.
11. Coordinate his efforts with those of all school staff in terms of business contacts.

V. Program - In-school Phase

1. All disadvantaged students identified, all vocational, college bound, other.
2. Information gathered.
3. Part-time employment sought whenever possible.
4. Contacts developed for employment of vocational, disadvantaged, and other students upon graduation.
5. All dropouts contacted and efforts should be made to find employment or encourage dropouts to complete education.
6. Agencies or groups which could aid disadvantaged students with specific disabilities contacted and proper referrals made.

7. Classes conducted on a small group basis. Groups may be formed on basis of interest, career aspirations, etc.

   a. Individuals in small groups placed in contact with personnel people, employers, via in-school or on-job-site contact.

   b. Individuals formed into groups on basis of specific interests, abilities, or needs.

   c. Video tapes may be used for small group orientation (play acting) on How to Apply for a Job.

   d. Overhead projector could be utilized in orientation to filling out job application forms.

   e. Slides of last year's graduates on job sites could be used to motivate groups.

   f. Voice tapes of former graduates could be used to motivate students.

   g. Intensive work could be done with select groups on a play-acting basis or actual on-job-site interviews.

   h. Slides of students could be taken on job sites.

8. Student for a day approach (optional)

   a. Contact employers to determine if they will accept a high school student for a day.

      1. Screen students for area of interest, aptitude, (do prior to industry contact).

      2. Fit student to employer.

      3. Inform employer in writing of program. Send him resume of student compiled by student.

b. Have student invite employer to school for a period of time (over lunch).

1. Have student send employer a thank you card.

VI. Out-of-School Phase

1. Placement of students in jobs.

a. Qualified students referred to employers for job interviews.

2. Central office notified of placement status completed.

3. Coordinator maintains contact with employer via personal contact or by telephone.

4. Contact maintained with students not placed and efforts made to place them during the following year.

5. Follow-up contact should be maintained on all students in program on structured basis.

VII. Job Development

Activities on the part of the Placement Specialists are directed toward working with employers in developing jobs currently not in existence or in opening existing jobs for youth. This area is one of the most time consuming.

VIII. Any Placement Project Development rests on three pillars

1. Need for service.

2. Staff.

3. Support of schools and community.

The Following Section

Contains Copies Of

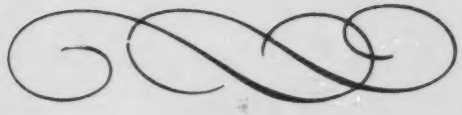
Administration Reports And The

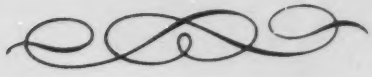
Structure In Which A Placement

Specialist Could Operate

General Orientation.....

Forms & Procedures





SUMMIT COUNTY PUBLIC SCHOOLS

RALPH GILLMAN, *Superintendent*

482 Grant Street, Akron, Ohio 44311

Telephones: 379-5290; 379-5291

Dear

As you may have seen in the newspaper, the Summit County Board of Education is providing leadership in a new area.

We would like to provide you with information regarding our new Placement Services Department.

The Department is a joint Summit County-Akron Public Schools project funded by the State Department of Education. The staff will consist of a director and four field workers. We will have a central office located at the Summit County Public School Offices, and four field offices located in the schools.

The program will operate on a 12-month basis and was established to help educationally or economically disadvantaged seniors find employment upon graduation. During the school year, the Department will work with the ten County Schools and nine Akron Schools in finding part-time employment and doing follow-up work with last years graduates. Dropouts will be included in the program.

Brochures are being developed and will be made available in the near future. This letter will merely introduce the program to you. Placement Specialists who will be working with your school will be in contact with you in the near future.

Your cooperation in providing this service for our young people is earnestly solicited.

Sincerely,

Ralph Gillman, Superintendent
Summit County Schools

RG:plp

GENERAL ORIENTATION

A card will be made out on each graduating disadvantaged senior and each school dropout. You will be responsible for maintaining all of the cards. The cards may in time contain confidential information and therefore should not be placed in the hands of students and should be safeguarded when you are out of the office. In your professional capacity, you will have access to confidential information in the schools in regard to test scores and I.Q. scores. Care must be taken in relaying this information to business and industry. In referring to a student as to his ability, use average, above average, or below average.

You will be expected to maintain business contact cards. You may wish to drop these cards at various businesses for future reference. When doing so, also drop off a brochure on the program and your personal business card. Clearly inform any employer with whom you make contact as to when you will be in your office so that they do not encounter the frustration of trying to contact you and not being able to do so. At all times, phone calls can come in through the central office phone on 379-5240. It will be manned during the office hours. All calls coming in for you will be noted and slips will be made out for you to refer to.

Maintain a calendar as to appointments.

You will be required to make the following contacts in each of the schools with which you will be working.

1. Contact all counselors and administrative staff in the building introducing yourself.
2. Speak to the teachers at a teachers meeting if it is possible to make arrangements for one.
3. Speak to the PTA for the particular school informing them as to what our program consists of.

b

4. If possible, have an article placed in the school newspaper describing the program and your picture as well.
5. You will make contact with all vocational teachers explaining the program and working out some procedures with them. Whenever possible, try to make arrangements for telephone use within a particular school.
6. Work with a counselor in selecting groups of students who will be graduating and who would have the most difficulty in finding employment. Develop a series of short orientation to the world of work programs. Provide materials such as those from the State Employment Services to counselors, vocational teachers, and all students in your area.
7. Make arrangements to speak to any service group in your community. Solicit their cooperation in terms of finding employment for our graduating youth.

City of Akron, Ohio

JOHN S. BALLARD
MAYOR

February 4, 1972

Dear Sir:

The Mayor's Manpower Area Planning Council in conjunction with the Ohio Bureau of Employment Services, the EDC component of Model Cities, the Urban League, Community Action Council, Summit County Job Placement Service and the Downtown Association are conducting a cooperative job development program.

We are approaching employers in the greater Akron area in the hope of developing vacant jobs or training slots that could be filled by unemployed veterans or disadvantaged persons.

If you wish to interview prospective candidates, we would like to refer several individuals to you for your consideration. Naturally there is no fee involved for any of these referrals.

Even if you have no jobs or training slots to fill at this time, we would appreciate your taking a few minutes to see our representative so that he may acquaint you with personnel and training services available to your company at no cost of which you may not be aware.

On-the-job training contracts can be written whereby if you hire an individual and provide on-the-job training, you can receive from the Federal government up to 50% of the trainees wages reimbursed to you or receive monetary allowances for job related services you provide to the trainee.

Sensitivity training can be provided at no cost to you to help prepare your supervisors to effectively supervise disadvantaged persons. Also, a wide range of assistance is available at no cost to you regarding help on general personnel problems such as job analysis, job specifications, turnover studies, staffing charts, training outlines, etc.

A representative will be calling you in a few days to set up an appointment at your convenience.

Thank you for your cooperation.

Sincerely,

John S. Ballard

John S. Ballard
MAYOR

JSB:kl

c

Akron-Summit County Placement Project

SERVICE OF THE AKRON AND SUMMIT COUNTY PUBLIC SCHOOLS

80 WEST CENTER STREET AKRON, OHIO 44308

Phone 379-5240—41

MR. RAYMOND A. WASIL, Director

Mrs. Pam Patterson, Secretary

Miss Marge LaRocca, Secretary

SCHOOL DISTRICTS ASSIGNMENTS

MONDAY	SCHOOL	CONTACT COUNSELOR	PHONE NUMBERS
Celeste Billhartz	Garfield	Janet Sasinowski	724-1239
E. Fitzpatrick	Buchtel	Robert Hendrickson	836-7906
Tony O'Leary	Revere	George Kungle	535-2154
Almon Lyman	Copley	Linda Pedersen	666-4174 *
Bill Mitchell	Office		379-5240

TUESDAY	SCHOOL	CONTACT COUNSELOR	PHONE NUMBERS
Celeste Billhartz	Garfield	Janet Sasinowski	724-1239
E. Fitzpatrick	Buchtel	Robert Hendrickson	836-7906
Tony O'Leary	Kenmore	Mrs. Norma Routson	753-8491
Almon Lyman	Woodridge	Ruth Arnold	929-3191
Bill Mitchell	Manchester	Larry Stripe	882-3291

WEDNESDAY	SCHOOL	CONTACT COUNSELOR	PHONE NUMBERS
Celeste Billhartz	Green	Vincent Andreandi	896-1907 *
E. Fitzpatrick	South	William Blake	376-8820
Tony O'Leary	North	Mrs. Nancy Marano	434-7106
Almon Lyman	Hudson	Teague Cliff	653-5193
Bill Mitchell	Ellet	Mrs. Janice Witherow	784-4374 * or 733-8495

THURSDAY	SCHOOL	CONTACT COUNSELOR	PHONE NUMBERS
Celeste Billhartz	Central-Hower	John Lehman	762-7259
E. Fitzpatrick	East	Russell Martin	784-5433
Tony O'Leary	Coventry	Merle Long	644-2232
Almon Lyman	Nordonia	Frank Phillips	467-8181
Bill Mitchell	Springfield	Richard Kaiser	784-0461

FRIDAY	SCHOOL	CONTACT COUNSELOR	PHONE NUMBERS
Celeste Billhartz	Central-Hower	John Lehman	762-7259
E. Fitzpatrick	East	Russell Martin	784-5433
Tony O'Leary	North	Mrs. Nancy Marano	434-7106
Almon Lyman	Firestone	Ruth Courtney	836-2294
Bill Mitchell	Mogadore	Phyllis Read	628-9943

Reports Used By

Placement

Specialists

WEEKLY PLANNING SHEET

NAME _____

WEEK OF: MONDAY _____

MONDAY _____

TUESDAY _____

WEDNESDAY _____

THURSDAY _____

FRIDAY _____

HIGH SCHOOL INFORMATION SHEET

Name _____

Date _____

School	Number going to college	Not going to college	Total Graduating	Boys	Girls	Black	White

HIGH SCHOOL INFORMATION SHEET

The information on this sheet may vary from week to week. After the information stabilizes itself a two-four week up-dating rather than weekly might be introduced.

Statistical data gathered may be needed for reports.

This data sheet is used near the end of the school year.

PLACEMENT DEPARTMENT
DAILY LOG

Date	School/Industry	Time	Activity

This form not only provides data related to student and business contacts, but data related to coordinators time usage.

Total Business Contacts _____
Total Student Contacts _____

REFERRAL FORM

Maintain on individual school basis.

SCHOOL_____ PLACEMENT SPECIALIST_____

	DATE	NAME	SENT TO	DISPOSITION, DATE, PART-TIME, FULL-TIME, NOT HIRED, ETC.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

AKRON-SUMMIT COUNTY JOB PLACEMENT DEPARTMENT

JOB PLACEMENT FOLLOW-UP

FORM

THIS FORM WILL BE TURNED IN EACH FRIDAY.....

Placement Specialist Name _____ School _____

Date (week of) _____

Student Name	Where Employ	Still Employed	If No Longer working - WHY???
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
TOTAL			

WEEKLY PLACEMENT SHEET

Name _____

Date _____

School Student is from	Name of Student	Date Place	Name and Address of Company	Name-Employer Telephone No.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

SCHOOL	Referrals M	Referrals F	Placements M	Placements F	Part-time M	Part-time F	Full-time M	Full-time F	In-school M	In-school F	Grad. M	Grad. F	Drop-out
1.													
2.													
3.													
4.													
5.													

MILEAGE REPORTS

Weekly mileage reports will be submitted each Friday. Mileage is to be figured from your field office to the schools or to the businesses which you will be contacting.

You will be expected to turn in a weekly report in terms of all the contacts which you have made and the amount of time which you have spent either in the business community or in a particular school and the activity which you were engaged in that business or school. A form is available for this purpose.

A Weekly Planning Sheet will be made out a week in advance and turned in on Fridays.

Youth Employment Committee Reports - A monthly written report on your contact with the YEC members in each school district is due. You may contact the members throughout the month, but notes should be taken for the monthly report.

SUMMIT COUNTY BOARD OF EDUCATION OFFICE
482 Grant Street
Akron, Ohio 44311

JOB PLACEMENT

38

REQUISITION FOR EQUIPMENT AND SUPPLIES

SUPPLIER _____

ADDRESS _____

_____

Date Requested _____
When needed:
immediately _____
within a week _____
in two weeks _____
within a month _____

41

Quantity	Catalog No.	DESCRIPTION	Unit Price	Total Amount

APPROVED _____ Director

APPROVED _____ Clerk

Requested By _____

Forms And Procedures

Used In

Identifying Students

PROCEDURES FOR IBM'S CODES ON CARDS

STEP I

Students place an X in block which apply to them.
EXCEPTION: Interest area they should mark 1st choice, 2nd choice, 3rd choice.
Course work they can mark up to 4 courses
Disadvantaged can have 4 marks.

STEP II

CARDS SHOULD BE PUT IN ALPHABETICAL ORDER.
Each student will have a school number as well as student number.

EXAMPLE: First students number would be (School 00, Student 0010)
Next student would be 0020
There is a gap of ten between each student. This is for new students entering school.

SCHOOL NUMBERS

BUCHTEL	01	COPLEY	11
CENTRAL-HOWER	02	COVENTRY	12
EAST	03	GREEN	13
ELLET	04	HUDSON	14
FIRESTONE	05	MANCHESTER	15
GARFIELD	06	NORDONIA HILLS	16
KENMORE	07	REVERE	17
NORTH	08	SPRINGFIELD	18
SOUTH	09	WOODRIDGE	19
MOGADORE	10		

STEP III

All catagories except interest areas and course work will have just one X, attitude, race, etc. Starting with attitude and going around clockwise, bring down letter or number using card sample and place that number in attitude box. Do this all around the card. Watch interest area because there will be three choices. List choices in order in box. Note, sample.

STEP IV

Cards are ready for punching.

Attitude - 1-5
Race - first letter
Size - 1-3
Personality - first letter
Course - 1-4
Absent - 1-4
Disadvantaged - 1-4
College - first letter
Transportation - first letter

a

KEY PUNCH CARDS

This card contains information compiled by placement specialists on each student. It is screened via sorter and collator.

MCBEE CARD

This card or a similar card could be used to initially obtain information on graduating seniors. Cards should be periodically up-dated.

DIRECTIONS FOR MCBEE CARD

HAVE STUDENTS MARK AN X IN THE BLOCK WHICH APPLY TO THEM. THE BLOCKS CAN BE SLOTTED LATER.....

Name - Have name PRINTED in space.
Student Address - Current address
School - Current School (Use stamp or have filled in in advance)

Birthdate-Year, month, date
Age-Age at Graduation
Telephone Number -
Parents Occupation- Factory City
Housewife-Secretary

If deceased have them so mark.

Contact- Indicate every contact with the student.
Date-Indicate Date
Sent To - If sent for job - where - name of company
Disposition - Hired - Not hired - did not show up .....

If sent to OBES, CAC - or any other agency indicate it on card as a contact.

Use the back of the card for additional notes.

ABSENT STUDENTS - Have card filled in for them by name and call them in to have additional information filled in. Most schools have an ABSENT SHEET - which they use. Get a copy on the day you conduct the class.

FORMAT FOR FILLING OUT AND USING LOCATOR CARD.....

Attitude -(1-5)1 represent outstanding attitude. 5 represents extremely poor attitude. Average would be represented by the number 3.

Race - N-Negroid
C-Caucasian
O-Oriental
I-Indian

Blank is to be used for determining other racial groups.

Size - S-Small
M-Medium
L-Large

Size is determined in relation to height in relation to weight.
(Example - A girl 5'3" who weighs 170 pounds would be considered large.
A boy who is 7'2" and weighs 185 pounds would be large in size but not in weight. This section is to serve as a screen. Additional information on size should be included on the back of the card.

Personality - Int.-Introvert
Ex.-Extrovert
Av.-Average

This information may be obtained through interview or from the counselor in the school.

Course - CP - College Preparation
If student is planning on going to college and is not in another program, include.
B - Business Courses
Intensive office education
V - Vocational, Auto mechanic, machine shop, carpentry, data processing, Electronics
OTHER- Any student who is not in any of the above.

Absence, Jr., Sr. - Each number represents the total number of days for the school year. Information on the Junior year can be obtained from the following sources in most schools.

1. Last years senior attendance card. Most schools maintain a cumulative total on the cards. The last attendance card should have the total attendance for the year on it.

2. Permanent record - cards have the information on them.

Whenever possible utilize students to fill out the attendance information. Students are not to use Permanent Record Cards.

Dis. - Disability - (more than one may be clipped)
This information relates to the criteria established by the State Department of Education for disability.

Phy-Physical - Any physical handicap- eyesight, hearing, physical limitations.

Econ.-Economics - If the youth is economically disadvantaged in terms of family income. (use records from school in terms of student enrollment in N.Y.C. or free lunch program. Criteria from OBES can be used as well.)

Ed. - Educationally - Educable mentally retarded fall into this area. Youth who are average in grade, doing poorly in basic subjects or who learning problems.

Em. - Emotional - Those students who fall into this disruptive catagory or who have had difficulty in adjusting to school.

Interest Areas - Starting with list on the right hand side of card. These areas are areas of interest which the student would like to pursue as careers after graduation.
Hospital is a separate area. Maintenance (general) refers to areas of "housekeeping" outside of the hospital field. Sales refers to jobs other than clerks in a store.

Cooperative Programs - D.E. - Distributive Education
D.C.T. - Distributive Cooperative Education
O.W.A. - Occupational Work Adjustment
O.W.E. - Occupational Work Experience

Vocational Programs - These programs extend through bakery on the bottom of card.

Course Work - These are courses which students have taken in school - Other areas may be added in the blanks at your discretion. If a student has taken Chemistry for two years or physics for two years you may add the figure II beside the work.

Coll. - College - If the student is in a college prep program or intends to go to college

Tran. - Transcript - If a student is going to college and has had his transcript sent to a college. This area will be different until near the the end of this school year.

DATA PROCESSING SHEET

AKRON - SUMMIT COUNTY JOB PLACEMENT DEPARTMENT

PRINT ALL INFORMATION - STUDENTS FILL IN ONLY THOSE ITEMS MARKED WITH AN "X"

X (1-2) School Number_____

(3-6) Student Number_____

X (9) Card Code I_____

X (10-34) Name_____
Last First Middle

X (36) Sex - (M)_____ (F)_____
1 2

X (37-38) Age_____

(39) Att. 1___ 2___ 3___ 4___ 5___

(40) Rc. N___ C___ O___ I___

(41) Size S___ M___ L___

(42) Pers. - Int.___ Ex.___ Av.___

X (43) Course Work - College Prep___ Business___ Vocational___ Other___

(44) Abs. Jr. Yr. 5___ 10___ 15___ 20___

(45) Abs. Sr. Yr. 5___ 10___ 15___ 20___

(46-50) Dis. 1___ 2___ 3___ 4___ 5___
46 47 48 49 50

X INTERESTS - Pick 3 - Number your first interest 1, second interest 2, & third interest 3.

Write in number by choice:

(51-52) First Choice___

(53-54) Second Choice___

(55-56) Third Choice___

(11) Apprenticeship___
(12) Art___
(13) Retail Clerk___
(14) Construction___
(15) Electronics___
(16) Factory Work___
(17) Food Preparation___
(21) Hospital Work___
(22) Nursing___
(23) Hosp. Technician___
(24) Hosp. Maintenance___
(25) General Maint.___
(32) Mechanical___
(33) Medical___
(34) Office Work___
(35) Photography___
(36) Restaurant___
(37) Sales___
(38) Service Station___
(39) Sewing___
(40) Landscaping___
(41) Other_____

X (57) Do you have a job now? Yes___ No___

X (58) Do you have transportation? Yes___ NO___

X (59) Going to college? Yes___ No___

X COURSE WORK: Check courses you have taken or you are taking now. Write the course number in the spaces below:

(60-61)_____
(62-63)_____
(64-65)_____
(66-67)_____

(04) Shorthand_____
(08) Chemistry_____
(09) Physics_____
(10) Industrial Arts_____
(11) Bookkeeping_____
(12) Business_____

(13) Mechanical Drawing_____
(14) Typing_____
(15) Office Practice_____
(16) Home Economics_____
(17) Art II_____

X VOCATIONAL PROGRAMS: If you are in a vocational Program write the number on the line below:

(68-69)_____

(01) BOE
(03) DE
(04) DCT
(05) OWA
(06) OWE
(08) Agri.
(09) Auto. Body
(10) Auto Mechanic
(11) Carpentry
(12) Cosmotology
(13) Data Processing
(14) Dental Technician
(15) Commercial Foods
(16) Office Machine Duplicating
(17) Machine Trades
(18) Medical
(19) Printing
(20) Heating, Plumbing, Air
(21) Fashion and Fabrics
(22) Sheet Metal
(23) Appliance Service
(24) Welding
(25) Painting and Decorating
(26) Commercial Art
(27) Drafting
(28) Electricity
(29) Industrial and Electricity
(30) Bakery

X (70) Are you in NYC? Yes_____ No_____

X (73-79) Telephone Number_____

II

X School Number_____

X Student Number_____

X Code 2

X Address_____

III

X School Number_____

X Student Number_____

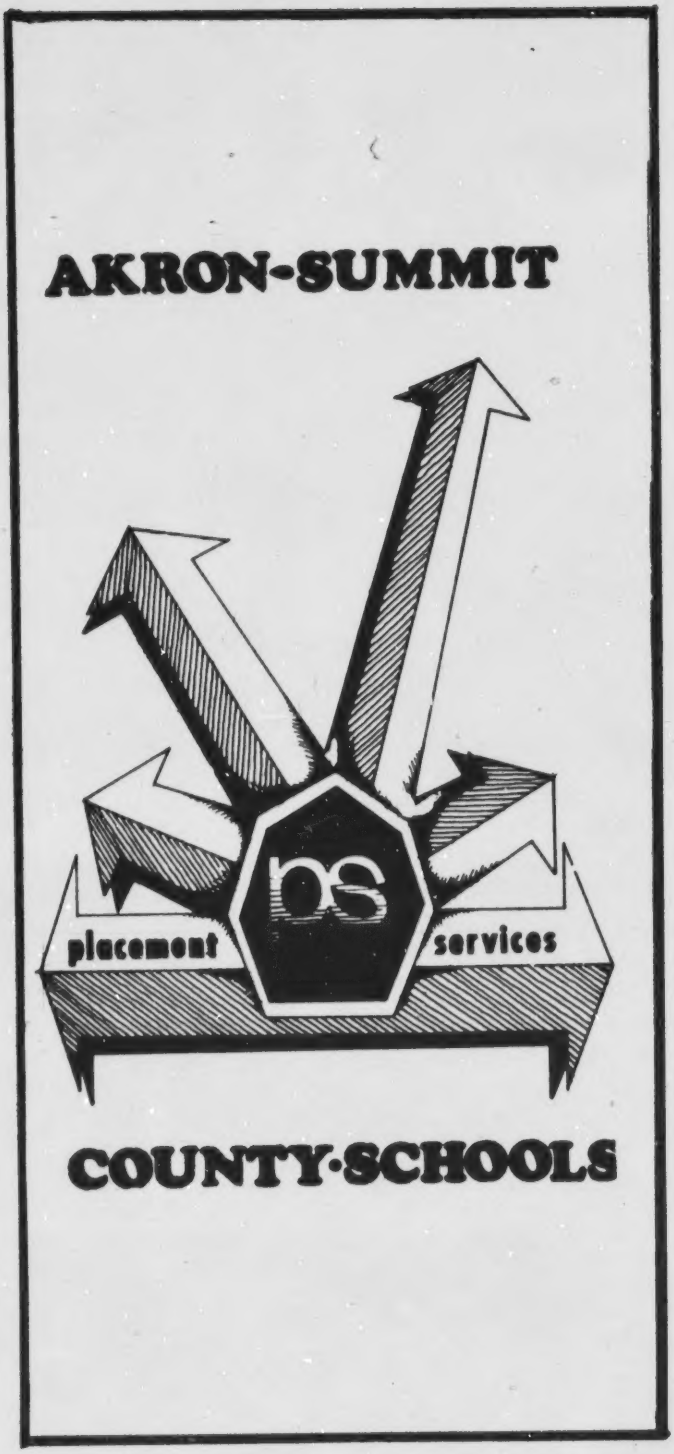
X Code 3

X _____
City Zip Code

Materials Used In

Working With

Business - Industry



(NOTICE USE OF THE SYMBOL ON ALL PAMPHLETS, LETTER-HEAD, BUSINESS CARDS, ETC.)

PAMPHLET DEVELOPED TO INTRODUCE PROGRAM TO BUSINESS AND EDUCATIONAL COMMUNITY.

INDIVIDUAL CARDS FOR USE BY EACH PLACEMENT SPECIALIST

b

(1-2) Contact Month

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	2	3	4	5	6	7	8	9	10	11	12

EMPLOYER CARD

Company Number (3-6)_____

Company Name (10-34)_____

Address (10-34) Number Street

(10-34) City State Zip

Telephone (73-79)_____

SIZE (36)	HIRES (37)	HIRES	AGE	HIRED (50-57)
	Graduate			Student No
1. 1-5___	1.F.Time___	(40)Dropout___	(46) 16___	
2. 5-20___	2.P.Time___	(41)H.S.Grad___	(47) 17___	
3. 20-25___	In-school(38)	(42)Disadv.___	(48) 18___	
4. 50-100__	1.F.Time___	(43)Voc._____	(49) ov 18__	
5. ov 100__	2.P.Time___	(44)Ph.Hand___		
	Summer (39)	(45)S.I._____	Sex	
	1.F.Time___		M_____	
	2.P.Time___		F_____	

(58)

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1	2	3	4	5	6	7	8	9	10	11	12

This card or a similar card could be used for employer contact. Cards could be sent to employer with request that he return them if he has openings. Cards could be filled out after phone contact with employer. Cards could be filled out by coordinator making personal contact with potential employers. (This method was found to be the most effective.) Use of key-punch card would not eliminate need for this card.

JOB ORDER FORM

Side 1

EMPLOYER		OPENINGS	OCCUPATIONAL TITLE
ADDRESS		INDUSTRY CODE	EMPLOYER'S JOB TITLE
TELEPHONE NUMBER		DURATION	RATE OF PAY
PERSON TO SEE		SEX	
HOW TO REACH		AGE RANGE	HOURS OF WORK
		MARITAL	
SUMMARY OF JOB DUTIES			UNION
			EXPERIENCE
(WORK PERFORMED, EQUIPMENT OPERATED, WORKING CONDITIONS: SKILLS, KNOWLEDGE, ABILITIES)			EDUCATION AND TRAINING
			MISCELLANEOUS REQUIREMENTS
PHYSICAL REQUIREMENTS			DATE / INTERVIEWER

Side 2

Employers Name_____ Date Received_____

Address_____

Referral and Placement record:

Name of applicants referred	Referred by	Date	Age	Sex	Dropout	HDC	Result	Ver. Date

COMMENTS:

SPEECH USED ON PHONE WHEN CONTACTING EMPLOYER
AND AS BASIS FOR SPEECHES

Good afternoon, my name is _____,
I represent the Akron-Summit County Public Schools Placement Service.

The Placement Service is a new program developed to help disadvantaged graduating seniors, who are not going to college, find employment. We also work with students who have dropped out of school.

This program involves 19 high schools located in Akron and throughout the county. There are five job placement specialists, each being responsible for five high schools. Each specialist will have a field office in one of the schools in his area. Our central offices are located at the Summit County Board of Education.

We will work in a liason capacity between the public schools and the business community. Our main objective is to help place graduating students into a job that he or she is capable of handling and at the same time meet the needs of the employer.

In order to do this, we will gather all information on the student in regard to:

1. Course of study (college prep, vocational, commercial, general, etc.)
2. Attendance records and punctuality
3. Attitudes and aptitudes
4. Any special training or skills they may have

We will have all the pertinent information necessary in determining what job the individual might be qualified or suited for.

This information will then be placed on the student placement request card. These cards will be on file in the placement specialists field office.

Explain card.*

We will be spending ½ a day a week in each of our assigned schools. During this time, we will be working with counselors and the students compiling all necessary information.

Through this personal contact with industry we will:

1. Acquaint them with the new services we represent.
2. How they can make the best possible use of the service.
3. In a lot of cases, industry is not aware of the skills and vocational background of the students may possess. We will keep industry aware of the new developments in the schools.
4. Have on file all graduating students in the 19 high schools we service having full access to all pertinent information about the student.

e

When a job opening occurs, an employment request card will be filled out giving (talk on card.)

Upon receipt of the employment request card, to add to our files, we now have the necessary tools to match the needs of business and industry with the skills of the graduating students seeking employment.

We feel industry would appreciate having employment efforts funneled through a central agency rather than having numerous calls coming in from various areas.

This service will be 12 months a year.

Any problems that might arise during the summer months, when the counselors are not available in the schools, we will be there to give assistance.

MR. EMPLOYER

NEED HELP?

The Akron-Summit County Public Schools have established a high school graduate Job Placement Department.

We can help you solve your employment problem by providing you with a high school graduate who meets your requirements.

Our services are described in the attached brochure.

An area representative will be in contact with you to provide you with additional information.

Our phone number is 379-5240

FORM DROPPED OFF OR ENCLOSED WITH LETTERS

(Use heavy stock paper (colored). A picture would help.

Akron-Summit County Placement Project

SERVICE OF THE AKRON AND SUMMIT COUNTY PUBLIC SCHOOLS

80 WEST CENTER STREET AKRON, OHIO 44308

Phone 379-5240—41

MR. RAYMOND A. WASIL, Director

YOU'RE O.K. - WE'RE O.K. - THEY'RE O.K.

We offer job counseling and job placement to area high school seniors, graduates, and dropouts. In the months ahead, some of our applicants will be job hunting in your job line. Because some of them do not have work experience, you might not want to interview them. We regret this, really, because they are looking forward to their first real work experience.

These young men and women do not know what you know. They have not yet learned the "lessons of life". Then again, many are learning fast. Some have been helping support their families since they were old enough to get a work permit. Whatever the reasons, they do want to work!

We urge you to take time from your busy day to sit and talk with one or two of them for just a few minutes. Find out what they do know - don't just repeat the old "we want experience" line. Listen to them. And now and then, when you find one who seems to be "an O.K. kid" - look beyond the lack of work experience or the "wet behind the ears" and try to see how you and your supervisor can fit this young man or woman into some area of your business. Then, be proud of yourselves--you may just have made a significant difference in a young life. You may have given someone a push in the right direction.

Think back - who saw you as an O.K. kid? For all your drive and ambition, someone, somewhere had to say, "Yes." If you lucked out and had it made all the way, good for you. If you earned every penny you have, and if you are proud of your own efforts, then imagine how another "O.K. kid" feels when people like you say, "Yes, come learn from us!"

Thank you for taking time to read a long letter and thank you for saying, "Yes!!!"

Celeste Billhartz, Placement Specialist
Job Placement Department
379-5240

P.S. Please call us sometime soon -- We have lots of O.K. kids!

Akron-Summit County Placement Project

SERVICE OF THE AKRON AND SUMMIT COUNTY PUBLIC SCHOOLS

80 WEST CENTER STREET AKRON, OHIO 44308

Phone 379-5240—41

MR. RAYMOND A. WASIL, Director

Dear

I would like to congratulate you for employing one of the graduates of our high schools. As a businessman, I am sure that you are concerned with many of the problems which confront our country today. One of the problems, as we see it, is the need to make education more meaningful and relevant. Young people, upon graduating, should be employable. They should have acquired skills which will either lead them to higher education or into entry jobs. Your cooperation in employing our young adults is particularly appreciated by us.

The Akron-Summit County Public Schools Placement Department was created to help young people who are not going to college find employment. We are concerned with helping them become tax producers rather than tax consumers. Our department is unique in the State of Ohio and in the nation. It is not only devoted to the welfare of young adults but it encompasses the Akron City School District as well as ten Summit County School Districts.

If in the future, should you have any openings for any level of young adult, please contact us and we will be happy to locate that young adult who fits your specific needs.

Employment of young adults is good business. Young adults constitute one of the largest purchasing groups in the United States today.

Sincerely,

Raymond A. Wasil, Director
Job Placement Department

RAW:plp

Enclosure

Akron-Summit County Placement Project

SERVICE OF THE AKRON AND SUMMIT COUNTY PUBLIC SCHOOLS

80 WEST CENTER STREET AKRON, OHIO 44308

Phone 379-5240—41

MR. RAYMOND A. WASIL, Director

Dear Sir:

I would like to take this opportunity to acquaint you with a new department which has been created through the auspices of the State Department of Vocational Education.

This department will provide placement services for graduating seniors both in the Akron and Summit County Public Schools.

The primary purpose of this department will be to aid students who are not going to college find meaningful and worthwhile employment. It is our intent to facilitate the development of tax payers rather than tax consumers.

Through our services, employers would be provided with an employee who more accurately meets his needs and conversely we would be placing a student into a job situation which would meet his needs and aspirations.

While this may appear to be an overwhelming task, it is a service which both employers and students have indicated need for. We have the cooperation of business and industry in placing graduating youth.

The State Employment Service, Urban League, and the Community Action Council are cooperating with us as are a variety of other concerned individuals and organizations.

I will be glad to speak with you at your convenience regarding the program and how we might fit these worthwhile youth into meaningful employment.

The enclosed brochure goes into more detail as to the program.

Sincerely,

Raymond A. Wasil, Director
Job Placement Department

RAW:plp

Enclosure

Akron-Summit County Placement Project

SERVICE OF THE AKRON AND SUMMIT COUNTY PUBLIC SCHOOLS

80 WEST CENTER STREET AKRON, OHIO 44308

Phone 379-5240—41

MR. RAYMOND A. WASIL, Director

Dear

Young adults graduating from high school need your help. In the past, large numbers of young people have graduated from high school. For a variety of reasons, they have been unable to fit themselves into business and industry. Today, finding employment poses an even greater traumatic experience for some young adults. We are aware of the fact that many jobs into which young people could fit are not being filled. This may be due to a lack of communication between the employer seeking job entry help and the employee seeking employment.

The Akron-Summit County Public Schools have joined together to create a new department entitled the "Akron-Summit County Placement Department". The purpose of this department is to:

1. Help young people find their way into meaningful employment.
2. Obtain information related to business and industry needs and feed it back into the schools.
3. Open new avenues of communication between business and industry.

This department is funded by the State Department of Vocational Education. The enclosed brochure will help to explain in more detail the various aspects of the program.

Somewhere, Sometime, Someone may have helped each and everyone of us get to where we are today. I cannot help but feel that we have an obligation to help others in turn. We have a choice as to whether we want our young people to become tax consumers as opposed to tax payers.

How can my department and your business work to help young people find employment?

Sincerely,

Raymond A. Wasil, Director
Job Placement Department

RAW:plp

Enclosure

Mr Employer: FOLLOW-UP FORM TO EMPLOYERS

Please check the appropriate boxes for

Mr. ☐ Miss ☐ _____

If he-she is no longer employed by you, please check the section below:

No longer employer ___ Laid off ___
Fired ___ Quit ___

If released please check the section below:

Poor work habits ___ Attitude ___
Attendance ___ Appearance ___

You may check more than one of the above.

ALL INFORMATION WILL BE KEPT CONFIDENTIAL

If still employed or no longer employed, please check below: (1-poor, 2-below average, 3-average, 4-above average, 5-excellent)

Appearance 1 ___, 2___, 3___, 4___, 5___
Attitude 1 ___, 2___, 3___, 4___, 5___
Attendance 1 ___, 2___, 3___, 4___, 5___

Work Habits - Poor ___ Average ___ Above Average ___
Performance - Poor ___ Average ___ Above Average ___

Would you like us to contact you?

Comments _____

_____

_____

Do you plan to hire in the near future? Yes ___ No ___

Would you hire a high school graduate? Yes ___ No ___

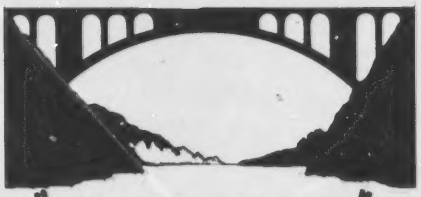
Would you hire a school dropout? Yes ___ No ___

Would you be interested in a school work study program? Yes ___ No ___

Thank you for your cooperation. We are interested in helping our young people become more productive employees. Your cooperation will help us to achieve that goal.

AKRON·SUMMIT·COUNTY·PUBLIC·SCHOOLS
JOB·PLACEMENT·DEPARTMENT

NEWSLETTER



RALPH GILLMAN, COUNTY SUPT. CONRAD C. OTT, AKRON SUPT. RAY WASIL, DIRECTOR

The Newsletter serves to communicate relevant information concerning the program to concerned parties and could be a monthly publication, normally not exceeding one page in length.

WHILE YOU WERE OUT

TO:_____

DATE_____ TIME_____

Mr._____
MRS.
MISS_____

Telephoned_____ Please call back_____

Called to see you_____ Will call again_____

MESSAGE_____

_____

_____

_____

_____

_____

Received by_____

(MESSAGE FORM)

Student

Job

Preparation

PRE-EMPLOYMENT CLINICS
APPOINTMENT SCHEDULE

PLACEMENT SPECIALIST

DATE _____

NAME _____

HOURS _____

SCHOOL _____

Name	Telephone No.	Scheduled By	Follow-up - Comments

AKRON-SUMMIT COUNTY JOB PLACEMENT DEPARTMENT

AKRON-SUMMIT COUNTY

PUBLIC SCHOOLS JOB PLACEMENT

DEPARTMENT

GROUP TRAINING IN JOB FINDING

PRE-EMPLOYMENT GROUP TRAINING
IN JOB FINDING

What is it?

Learning basic principles of job finding and presenting abilities to employers.

What are the benefits?

1. Learning how to inventory your job skills and abilities.

2. Learning about various sources of job leads, hiring channels, and how to use them.

3. Learning how and when to present qualifications effectively in

   (a) a personal interview
   (b) a test situation
   (c) a letter of application
   (d) a resume

4. Learning about preparations for and proper conduct during and after a job interview.

5. Learning about local and national employment trends.

This sheet is to inform the

as to the initial purpose of the

clinic, and serves a duel purpose

of informing the teacher as to what

is transpiring.

Next scheduled class:

Time_____

Date_____

Location_____

Name_____

IMPORTANT! Please advise your counselor if it necessary to reschedule appointment.

Placement Specialist Name_____

_____

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b

JOB PLACEMENT CLINIC EVALUATION

SCHOOL_____ DATE_____ PLACEMENT SP._____

CLINIC WAS:

1.____ To long

2.____ To short

3.____ About right

INFORMATION WAS:

4.____ Helpful

5.____ Most helpful

6.____ Not helpful

7.____ Useless

CLINICS:	YES	NO
8. Should be held in school	___	___
9. Should be conducted by classroom teachers	___	___
10. Should be conducted before students leave school	___	___

What other areas could have been covered_____

_____

_____

_____

_____

11. Do you want help from the Placement Specialist in finding a job_____

12. Have you tried to find a job:

____ By phoning companies
____ By filling out applications
____ By going for job interviews
____ By contacting friends, relatives, or people who are working

13. Are you working now_____

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____
Last First Middle

Present Address _____
Street Zip City State

Previous Address _____
Street Zip City State

Phone Number _____ Own Home _____ Rent _____ Board _____

Date of Birth _____ Height _____ Weight _____ Color of Hair _____ Color of Eyes _____

Married _____ Single _____ Widowed _____ Divorced _____ Separated _____

Number of Children _____ Dependents other than Spouse or Children _____ Citizen of U.S.A. Yes _____ No _____

If related to anyone in our employ. State Name and Department _____ Referred By _____

EMPLOYMENT DESIRED

Position First Choice _____ Second Choice _____ Date you Can Start _____ Salary Desired _____

Are you Employed Now? _____ If so, may we inquire of your present Employer? _____

Ever applied to this company before? _____ Where _____ When _____

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade Business or Correspondence School				

Subjects of special study or research work.

Hobbies or Interests

What Foreign Languages Do you Speak Fluently? _____ Read _____ Write _____

U.S. Military or Naval Service _____ Rank _____ Present Membership in National guard or Reserves _____

Sample Developed By Akron-Summit County Job Placement Department (R. Wasil, Dir.)

Application for Employment Continued)

Travel

FORMER EMPLOYERS (List below last four employers, starting with last one first)

Date Month & Year	Name & Address of Employer & Phone	Salary	Position	Reason for Leaving
From To				
From To				
From To				
From To				

REFERENCES: Give Below the names of three persons not related to you, whom you have known at least one year.

Name	Address	Occupation	Telephone Number
1.	No. St. Zip		
2.			
3.			

PHYSICAL RECORD:
List any physical defects

Were you ever injured? Give Details

Have you any defects in hearing? In Vision? In Speech?

In Case of
Emergency Notify
Name Address Phone No.

Authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal, further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

YOUR
EMPLOYMENT INTERVIEW

NAMES, ADDRESSES, DATES,
AND OTHER FACTS

NAME_____ PHONE_____

ADDRESS_____

The personal "pocket" job application form is an extremely effective tool.

A copy is normally given to each youth seeking employment. The student fills out the form completely prior to applying for a job.

The inside section of the form contains a listing of basic data normally requested on application forms.

The back of the form contains a check-off list which a student may use to prepare himself for an interview.

This form is small enough to fit into a wallet.

Data may either be copied from the form onto a standard application form, or the personal "pocket" application form may be left with a potential employer.

The job seeker is thus providing an employer, who may not normally use an application form, with a personal application.

PROCEDURE FOR FILLING OUT AND USING - R E F E R R A L C A R D

1. The card is to be sent out with any student or graduate referred by the office.
2. The card is to be completely filled out with the Placement Specialists' name on the card.
3. A listing will be made of all referrals and disposition of referral indicated. (see referral form)
4. A definite appointment should be established before committing the card to a student and contact made with student after the appointment date.
5. Emphasize the importance to the student of:
   a. being on time or early
   b. contacting you after the appointment

AKRON-SUMMIT COUNTY
JOB PLACEMENT DEPARTMENT
379-5240

(Name) Last First Date

(Address) No. Street Phone No.

City State Zip Code Social Sec. No.

Graduated From

Referred To

Referred By

Akron-Summit County Placement Project
SERVICE OF THE AKRON AND SUMMIT COUNTY PUBLIC SCHOOLS
80 WEST CENTER STREET AKRON, OHIO 44308
Phone 379-5240—41

MR. RAYMOND A. WASIL, Director

LETTER SENT TO DROPOUTS/STOPOUTS

Hi!

I understand that you are no longer enrolled in school. If you are having problems in finding employment, maybe our department could help you.

We are a part of the Board of Education so there is no charge or fees connected with our services.

If you need assistance, please call the Summit County Board of Education, 379-5240. Maybe we can help!

INSTRUCTIONS FOR FILLING OUT DROP-OUT CONTACT CARD

I. All students dropping out of high school will have a card filled out on them.

II. Contact will be made by the Placement Specialist with the drop-out as soon as possible to acquaint the student with possible alternatives.

1. The school drop-out will be encouraged to complete their education.

2. Possible alternatives will be presented to the drop-out, (example - work part-time, school part-time, night school, summer school, depending on aged - GED.)

III. The drop-out will be contacted at monthly intervals to determine their status. Contact can be made by phone or home contact. The latter being the preferred contact.

IV. Two cards will be filled out - one for central office use and the other to be maintained by school district by the Placement Specialist.

DROPOUT CARD

School Code_____ School Number_____

Name_____
(10-34) Last First Middle
Address_____City_____State_____Zip_____

(36) Sex Male____FM____	(37-38) Age ____	(39) Race B___ W___ O___	(40) Grade Quit ____
(41) Reason (42) Dropped ____ ____	(43) GED Yes__1 No__2	(44) Night Sch. Yes__1 No__2	(45) Re-enter School Yes__1 No__2
(46) Refer OBES Yes__1 No__2	(47) Job Corp Yes__1 No__2	(48) Family Services Yes__1 No__2	(49) Referred BRS Yes__1 No__2

(50) MDTR	(51) Ur. Leag.	(52) Stride	(53) CAC	(54) Model Cities	(55) Jr. Ach.
Yes___1 No____2	Yes___1 No____2	Yes___1 No____2	Yes___1 No____2	Yes___1 No____2	Yes___1 No____2

h

THE TEN COMMANDMENTS OF JOB HUNTING

I. Thou shalt not be know-it-all...nor a slouch.

II. Thou shalt be clean of body and appropirate in dress.

III. Thou shalt have no other pals along.

IV. Thou shalt not bad-mouth persons or places past.

V. Thou shalt not smoke or chew gum.

VI. Thou shalt speak and act as if thou hadst learned good manners at home (do this in remembrance of Mom.)

VII. Thou shalt not be greedy (perhaps thou art not worth $3.50 an hour!)

VIII. Thou shalt be willing to start at the bottom and be eager to work thy way up.

IX. Thou shalt wear shined shoes.

X. Above all, thou shalt be courteous, realizing full well that an employer too, is human; like thee, he needs to feel accepted.

Akron-Summit County Job Placement Department
482 Grant Street - Akron, Ohio 44311
379-5240

Director -
Raymond A. Wasil

by: Celeste Billhartz
Placement Specialist

RESUME

(SAMPLE)

Name_____
(First) (Last) (Middle Initial)

Address_____
(Number) (Street) (Zip Code)

Telephone No._____ Social Security No._____

Age_____ Sex_____ Date Born_____

Height_____ Weight_____ Marital Status_____

Health_____ Service_____ Drivers License_____

Education: (Your High School)_____
Graduated_____
Scholastic Average_____

MAJOR SUBJECTS	CREDITS	AVERAGE GRADE

Employment Record:

EMPLOYER	COMPANY	FROM	TO	DUTIES

Extracurricular Activities in School:

References:

Dear Sir:

My name is _____. I am a high school graduate (June, 1974) and I am seeking employment.

I know that I am short on work experience, but I am long on willingness to work as this letter will witness.

Enclosed with this letter is my resume for your consideration. Your consideration of me for an employee would be most appreciated.

Thank you,

k-1

Dear Sir:

Are you looking for someone who is willing and able to work? I would appreciate your consideration of me.

I graduated in June from (name of high school) and while I do not currently have a lot of work experience, I would appreciate the opportunity of gaining some with (name of company).

Enclosed is my resume for your consideration.

Thank you,

Dear Sir:

I have looked forward to graduating from high school and finding employment. While I have not had the opportunity of acquiring years of work experience, you would find me a good employee.

Would it be possible for me to come in for an interview?

Enclosed is my resume for your consideration.

Thank you,

Dear Sir:

For the past twelve years, I have been involved with a company whose job it was to provide me with the skills necessary to move ahead in life. I have completed my apprenticeship program and would appreciate the opportunity of benefiting from my twelve years of training. Your consideration of me as an employee would be most appreciated.

Enclosed is my resume.

Thank you,

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Dear Sir:

In June of this year, I completed my 12th year of training with the largest industry in the United States. I am now available and actively seeking employment.

I feel that as a result of my training, I would be a good employee of _____(name of company)_____. When would it be possible for me to come in for an interview?

Enclosed is my resume for your consideration.

Thank you,

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k-5

SEEKING A JOB

I. Who do you know who is working.

Name Where working

_____

_____

_____

II. Are these jobs I would be interested in? yes ____ no ____

What kind of work would I like? _____

_____

What pay would I expect per week? _____

III. Do I have to go into the service soon? yes ____ no ____ when _____

WHEN SEEKING A JOB ALWAYS HAVE THE FOLLOWING INFORMATION WRITTEN DOWN.

IV. Social Security Number _____

V. Three references - (List full name, address, telephone number)

example: Priests, Pastors, Teachers, Counselors, businessmen

VI. Where I worked before (full-time or part-time) name, address, telephone

VII. Resume - were you active in sports, clubs, groups?

Did you receive any honors in school, elsewhere?

What was your grade point average? class rank?

What was your attendance like? How many days absent per year?

Why were you absent?

VIII. What qualifications do you have for the job?

Why can you do the job?

IX. Have you checked the telephone book?

Call business by phone and ask them if they need help. Develop a short speech on yourself before calling. Practice it.

1

Example: My name is _____ I graduated from _____ High School. While in school I majored in _____ or was in _____ (club - sports - etc.) _____. I would like to work for your company because I (like you kind of work or am interested in learning the job etc.) When phoning, your first contact may be with a secretary; ask for someone in personnel. If the business is small ask for the owner or the person in charge of hiring.

If asked to call back, call back; be aggressive. If they feel you really want to work, they may give you a chance.

You make the difference., Your tone of voice. Your enthusiasm. Don't be discouraged if it takes time to find a job. Your persistance will pay off.

X. Keep in touch with the Placement Specialist for your school district.

STATE OF OHIO
BUREAU OF VOCATIONAL REHABILITATION

REFERRAL

I.C. No._____ COUNSELOR_____

S.S. No._____ Previous Case Record Available_____
" " " Destroyed_____
No Previous Record_____

DATE_____

NAME_____ COUNTY_____

ADDRESS_____

AGE OR BIRTHDATE_____ PHONE_____

WIFE OR HUSBAND_____

PARENT'S NAMES_____

SOURCE OF REFERRAL (Agency and Individual)_____

_____

DESCRIPTION OF DISABILITY_____

_____

_____

_____

LAST SCHOOL ATTENDED_____

OHIO RESIDENCE_____

_____

DATE AND TIME OF APPOINTMENT_____

REMARKS_____

_____

_____

_____

_____

VR-7
REV. 1-69

BUREAU OF VOCATIONAL REHABILITATION PROCEDURES

A cooperative working arrangement has been developed with the Bureau of Vocational Rehabilitation for students who have p-ysical disabilities. Students are referred to them for financial assistance leading to employable skills. These students are encouraged to fill out the forms. Arrangements are made for an interview with the Bureau of Vocational Rehabilitation Counselor. Contacts will be made prior to the student graduating from school. The elimination of paper work prior to graduation facilitates earlier entry into training programs.

AGENCY AND ORGANIZATION CONTACT SHEET
AKRON-SUMMIT COUNTY JOB PLACEMENT DEPT.
379-5240
Mr. Wasil, Director

Listed below are contact people and agencies which we most commonly utilize. Youth in school or out of school may be referred to these agencies by us. Contact the agencies if you are in doubt as to their requirements or operating procedures. When referring a youth to an agency, make sure the youth has a referral card from us whenever possible. If the youth does not have the card, you will have to call the agency prior to the youths arrival.

You are required to Follow-up every referral you make to an agency.

The agencies are listed below in the order in which they are found on the Left School Card.

G.E.D. (General Educational Development Tests) Call Akron Board of Educ. for information. Ask for ext. 238-Mr. Carl Dimengo. Youth must be 19 to be eligible. Youth must pay costs. Youth must fill out forms.

Pre-GED Courses available through Extended Services Department-Akron Bd. of Educ. Call Mr. Maggio - 434-1661 Ext. 215 or 247

Night School North High School - Mr. John Yovich, Principal - 253-6210
Barberton also has a night school program - 753-6691

Re-Enter School - Akron Board of Education - Mr. Alwx Aurillio - 434-1661 Ext. 226. For information for county schools, contact must be made with local school.

OBES - Akron - Mr. Kenneth Baker-Contact regarding GATB testing - 434-2141

Job Corp - Call OBES and ask for Job Corp Department - Mrs. Rosa Fitz - 434-2141

Family Services - 762-7601 Ext 64. Ask for specific Service desired or explain what you want and they will refer you to agency.

BVR - Bureau of Vocational Rehabilitation - 253-2167 - Mr. Herbert Reis

MDTA - Mr. Ken Herbert - 253-5142 - Youth must be referred by OBES. Have student register at OBES.

Urban League - Mr. Roger White-434-2546 LEAP Program - Apprenticeship-Minority.

Stride - Mr. Bud Goldberg - 375-2460 (Out of School N.Y.C.)

CAC - Community Action Council - Mr. Don Ellis - 375-2909

Model Cities - Training Labs and Inst. 253-8155 Main Office - 762-0738 EDC.-376-1481

Junior Achievement - 535-2177 -- 68 W. Exchange Street

Work Permits - Akron Board of Education 434-1661 - Ext. 226---County - 379-5740